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CHAPTER IV

DATA PRESENTATION AND THE DATA ANALYSIS

A. The Validity and Reability of The Test

To obtain the data from the respondents, the researcher made try out the translation test and reading comprehension test to determine the validity and reliability of the instruments.

1. Validity of translation ability test

The test used to the students' translation ability should be valid and Reliable. The test can be valid if it measures accurately whether the test is appropriate, meaningful, and useful (Hughes, 2003). In this research, the researcher used content validity to know the validity of translation ability test Alderson states that to analyze content validity of the test, we have to compare the test with the test's specification like syllabus, curriculum or domain specification. Thus, the test was given based on material studied by the students. The material of the test was taken from the syllabus of the eighth grade students at MTs Ummatan Wasathan Islamic Boarding School of technology Riau.

2. Validity of Reading comprehension test

Content validity refers to the extent to which a measuring instrument provides adequate information. Regarding with this, Arikunto (2013: 223) formulates the formula of item difficulty is as follows:

$$P = \frac{B}{JS}$$

Where

P : index of difficulty

B : the number of correct answers

JS : the number of students taking the test

The standard level of the difficulty used is >0.30 and <0.70 , it means that the level of difficulty is between 0.30 and 0.70. then, the proportion of correct is represented by “p”, whereas the proportion of incorrect is represented by “q”, it can be seen in the following tables:

Table III.4
Students are Able to Identify the Topic of the Narrative Text

Variable	Identifying the topic					N
Item No	1	6	11	16	21	25
Correct item	13	11	10	11	11	
P	0.52	0.44	0.40	0.44	0.44	
Q	0.48	0.56	0.60	0.56	0.56	

Based on the table III.4, item number 1 obtained the proportion of correct 0.52, item number 6 obtained the proportion of correct 0.44, item number 11 obtained the proportion of correct 0.40, item number 16 obtained the proportion of correct 0.44, and item number 21 obtained the proportion of correct 0.44. Based on the standard level of difficulty, all items for identifying topic or “p” >0.30 and <0.70 . So, the items of identifying topic are accepted.

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Table III.5

Students are Able to Identify the Generic Structures of the Narrative Text

Variable	Identifying the generic structure					N
Item No	2	7	12	17	22	25
Correct item	12	14	13	13	15	
P	0.48	0.56	0.52	0.52	0.60	
Q	0.52	0.44	0.48	0.48	0.40	

Based on the table III.5, item number 2 got the proportion of correct 0.48, item number 7 got the proportion of correct 0.56, item number 12 got the proportion of correct 0.52, item number 17 got the proportion of correct 0.52, and item number 22 got the proportion of correct 0.60. Based on the standard level of difficulty, all items for identifying generic structure or “p” >0.30 and <0.70. So, the items of identifying the generic structures are accepted.

Table III.6

Students are Able to Identify the Reference of the Narrative Text

Variable	Making references					N
Item No	3	8	13	18	23	25
Correct item	11	12	10	13	11	
P	0.44	0.48	0.40	0.52	0.44	
Q	0.56	0.52	0.60	0.48	0.56	

Based on the table III.6, item number 3 gained the proportion of correct 0.44, item number 8 gained the proportion of correct 0.48, item number 13 gained the proportion of correct 0.40, item number 18 gained the proportion of correct 0.52, and the item number 23 gained the proportion of correct 0.44. Based on the standard level of difficulty, all items for identifying

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the reference or “p” > 0.30 and < 0.70. So, the items of identifying the reference are accepted.

Table III.7
Students are Able to Identify the Language Features of the Narrative Text

Variable	Identifying the language features					N
Item No	4	9	14	19	24	25
Correct item	13	10	10	9	11	
P	0.52	0.40	0.40	0.36	0.44	
Q	0.48	0.60	0.60	0.64	0.56	

Based on the table III.7, item number 4 shows the proportion of correct 0.52, item number 9 obtained the proportion of correct 0.40, item number 14 obtained the proportion of correct 0.40, item number 19 obtained the proportion of correct 0.36, and the item number 24 obtained the proportion of correct 0.44. Based on the standard level of difficulty, all items for identifying the language features or “p”>0.30 and <0.70. So, the items of identifying the language features are accepted.

Table III.8
Students are Able to Justify the Information Consisted in Narrative Text

Variable	Justifying the information					N
Item No	5	10	15	20	25	25
Correct item	15	16	14	14	13	
P	0.60	0.64	0.56	0.56	0.52	
Q	0.40	0.36	0.44	0.44	0.48	

Based on the table III.8 , the proportion of correct answer for item number 5 got the proportion of correct 0.60, item number 10 got the proportion of correct 0.36, item number 15 got the proportion of correct 0.56,

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item number 20 got the proportion of correct 0.56, and the item 25 got the proportion of correct 0.52. Based on the standard level of difficulty, all items for justifying the information or “p”>0.30 and <0.70. So, the items of justifying the information are accepted.

3. Reability of translation test

In the translation test, the researcher used inter-rater reliability formula because the researcher used two raters in assesing and giving the score of students’s ability in translate a narrative text. The score given by rater 1 was correlated to the score given by rater 2. The following table describes the correlation between scores given by rater 1 and rater 2 by using Pearson Product Moment through SPSS 17 version:

Table III.9
The correlation score between 2 raters

Correlations		
	rater1	rater2
rater1 Pearson Correlation	1	.924**
Sig. (2-tailed)		.000
N	25	25
rater2 Pearson Correlation	.924**	1
Sig. (2-tailed)	.000	
N	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

From the table III.9, it was found that the correlation score between rater 1 and rater 2 was 0.924. According to Pallants (2010:21), the formula to find out the effect size of the two variables as follows: Coofecient effect = $r^2 \times 100\%$, r = Pearson Correlation $(0.924)^2 \times 100\% = 85,3\%$

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Table III.10
The Reability of Translation Ability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.951	2

From the table above, it was obtained that the value of *Cronbach's Alpha* is 0.95. It means that the items of the test were very high reliable.

4. Reability of reading comprehension

According to Brown (2003:21), a reliable test is consistent and dependable. It means that a reliable test will stay to give unchangeable result in a few test conducted to the same group of people. The table below is the categories of reliability test used in determining the level of reliability of the test.

Table III.11
The level of Reliability

No	Reliability	Level of Reliability
1	0.0 – 0.20	Low
2	0.21 – 0.40	Sufficient
3	0.41 – 0.70	High
4	0.71 – 1.0	Very High

Taken from Tinambunan in Ersika

for Y variable (Reading Comprehension), the researcher gave try out to the 25 students. After getting the result, the researcher used *Cronbach's alpha* to find reliability of the test trough SPSS 16.00

Table III.12
The reliability of Reading Comprehension
(Obtained By SPSS 17.00)

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Reliability Statistics

Cronbach's Alpha ^a	N of Items
.902	25

From the table above, it was gained that the value of *Cronbach's alpha* is 0.902. it means that the items of the test were very high reliable.

B.The Normality test of data

1. The Normality Test of Translation Ability Data

Based on the translation ability data, the researcher used Shapiro Wilk Formula through SPSS 17 for testing the normality.

Table III.13
The Descriptive Statistic For The Normality Test of Translation Ability Data

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
variablex	.189	25	.021	.884	25	.008

a. Lilliefors Significance Correction

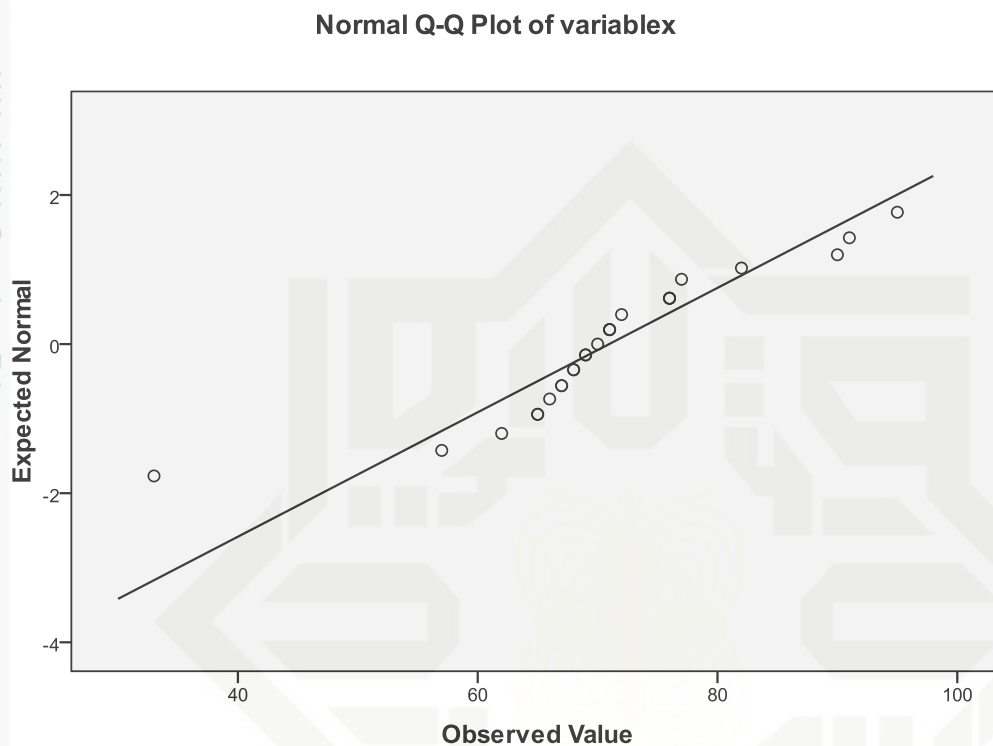
Based on the table above, it shows that the significant of the translation ability data is 0.008. based on the Shapiro Wilk formula, if the variable $p > 0.05$ it can be said that the data is normal distribution. The data of translation ability is normal because $0.08 > 0.05$.

The spreaded of the normality of the translation ability data as follows:

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Chart III.1
Normal Q – Q Plot of Translation Ability Score



Based on the Q – Q Plot above, shows that the translation ability data are normal because the data points spread around the diagonal line.

2.The Normality Test of Reading Comprehension Data

Based on the reading comprehension data, the researcher used Shapiro Wilk Formula through SPSS 17 for testing the normality.

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Table III.13
The Descriptive Statistic For The Normality Test of
Reading Comprehension Data

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
variabley	.142	25	.200 [*]	.970	25	.652

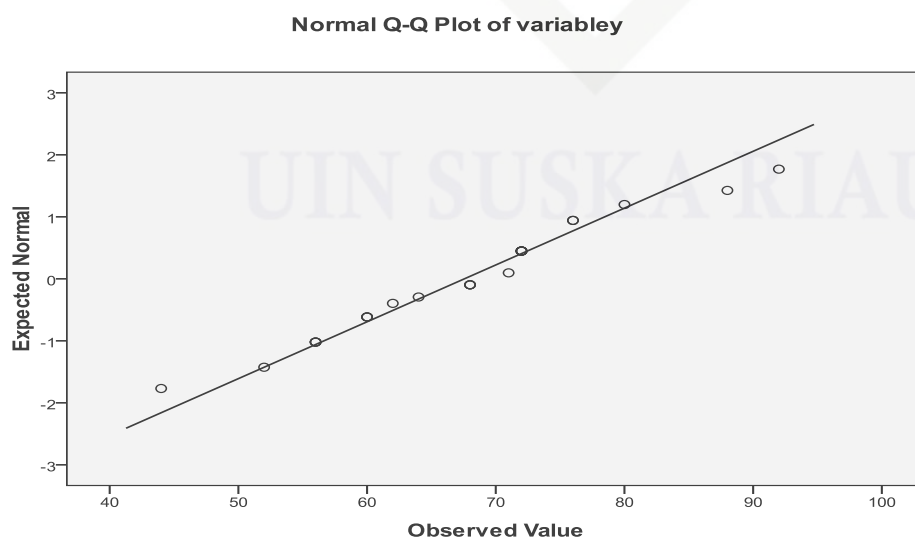
a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the table above, it indicated that the significance of the reading comprehension data was 0.652. based on the Shapiro Wilk formula, if the variable $p > 0.05$ it can be said that the data is normal distribution. The data of reading comprehension is normal because $0.652 > 0.05$.

The spread of the normality of the reading comprehension data is as follows:

Chart III.1
Normal Q – Q Plot of Reading Comprehension Score



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Based on the Q – Q Plot above, shows that the reading comprehension data are normal because the data points spread around the diagonal line.

C. Data Presentation

In this research, there were two variables. They were translation ability and reading comprehension. There were two instruments which were used in this research. They were written test and multiple choice test. Each instrument was used in the variable which had been determined. Here is the data presentation of this research.

1. The Students' Translation Ability of the Eighth Grade Students at MTs Ummatan Wasathan Islamic Boarding School of Technology Riau

In getting the data of students' translation ability, the researcher took the result of student's test. It can be seen in following table:

Table IV.1
Students' Category of Translation Ability

No	Respondents	Score	Category
1	Student 1	69	Good
2	Student 2	67	Good
3	Student 3	69	Good
4	Student 4	82	Very Good
5	Student 5	91	Very Good
6	Student 6	71	Good
7	Student 7	66	Good
8	Student 8	77	Good
9	Student 9	76	Good
10	Student 10	68	Good
11	Student 11	65	Enough
12	Student 12	71	Good
13	Student 13	65	Enough
14	Student 14	65	Enough
15	Student 15	65	Enough

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16	Student 16	69	Good
17	Student 17	57	Enough
18	Student 18	90	Very Good
19	Student 19	63	Enough
20	Student 20	62	Enough
21	Student 21	69	Good
22	Student 22	70	Good
23	Student 23	69	Good
24	Student 24	67	Good
25	Student 25	33	Fail
26	Student 26	54	Less
27	Student 27	57	Enough
28	Student 28	72	Good
29	Student 29	71	Good
30	Student 30	71	Good
31	Student 31	72	Good
32	Student 32	68	Good
33	Student 33	81	Very Good
34	Student 34	58	Enough
35	Student 35	69	Good
36	Student 36	65	Enough
37	Student 37	91	Very Good
38	Student 38	78	Good
39	Student 39	66	Good
40	Student 40	72	Good
41	Student 41	45	Less
42	Student 42	72	Good
43	Student 43	72	Good
44	Student 44	66	Good
45	Student 45	65	Enough
46	Student 46	79	Good
47	Student 47	48	Less
48	Student 48	64	Less
49	Student 49	67	Good
50	Student 50	67	Good
51	Student 51	67	Good
52	Student 52	89	Very Good
53	Student 53	59	Enough
54	Student 54	69	Good
55	Student 55	79	Good

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56	Student 56	76	Good
57	Student 57	65	Enough
Total		3910	
Mean		68,59649	

From the table IV.1 above, there were 57 respondents. The calculation of total students score was 3910. The mean score of students' translation ability test was 68,66. The frequency distribution of students' translation score was obtained by using SPSS 17.00 as follows:

Table IV.2
The Frequency Distribution of Students' Translation Test Score

translation ability score					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	33.00	1	1.8	1.8	1.8
	45.00	1	1.8	1.8	3.5
	48.00	1	1.8	1.8	5.3
	54.00	1	1.8	1.8	7.0
	57.00	2	3.5	3.5	10.5
	58.00	1	1.8	1.8	12.3
	59.00	1	1.8	1.8	14.0
	62.00	1	1.8	1.8	15.8
	63.00	1	1.8	1.8	17.5
	64.00	1	1.8	1.8	19.3
	65.00	7	12.3	12.3	31.6
	66.00	3	5.3	5.3	36.8
	67.00	5	8.8	8.8	45.6
	68.00	2	3.5	3.5	49.1
	69.00	7	12.3	12.3	61.4
	70.00	1	1.8	1.8	63.2

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71.00	4	7.0	7.0	70.2
72.00	5	8.8	8.8	78.9
76.00	2	3.5	3.5	82.5
77.00	1	1.8	1.8	84.2
78.00	1	1.8	1.8	86.0
79.00	2	3.5	3.5	89.5
81.00	1	1.8	1.8	91.2
82.00	1	1.8	1.8	93.0
89.00	1	1.8	1.8	94.7
90.00	1	1.8	1.8	96.5
91.00	2	3.5	3.5	100.0
Total	57	100.0	100.0	

Based on the table IV.2, it was obtained that the frequency of interval 33.00 was 1 student (1.8%) the frequency of interval 45.00 was 1 student (1.8%) the frequency of interval 48.00 was 1 student (1.8%) the frequency of interval 54.00 was 1 student (1.8%) the frequency of interval 57.00 was 2 students (3.5%) the frequency of interval 58.00 was 1 student (1.8%) the frequency of interval 59.00 was 1 student (1.8%) the frequency of interval 62.00 was 1 student (1.8%) the frequency of interval 63.00 was 1 student (1.8%) the frequency of interval 64.00 was 1 student (1.8%) the frequency of interval 65.00 was 7 students (12.3%) the frequency of interval 66.00 was 3 students (5.3%) the frequency of interval 67.00 was 5 students (8.8%) the frequency of interval 68.00 was 2 students (3.5%) the frequency of interval 69.00 was 7 students (12.3%) the frequency of interval 70.00 was 1 student (1.8%) the frequency of interval 71.00 was 4

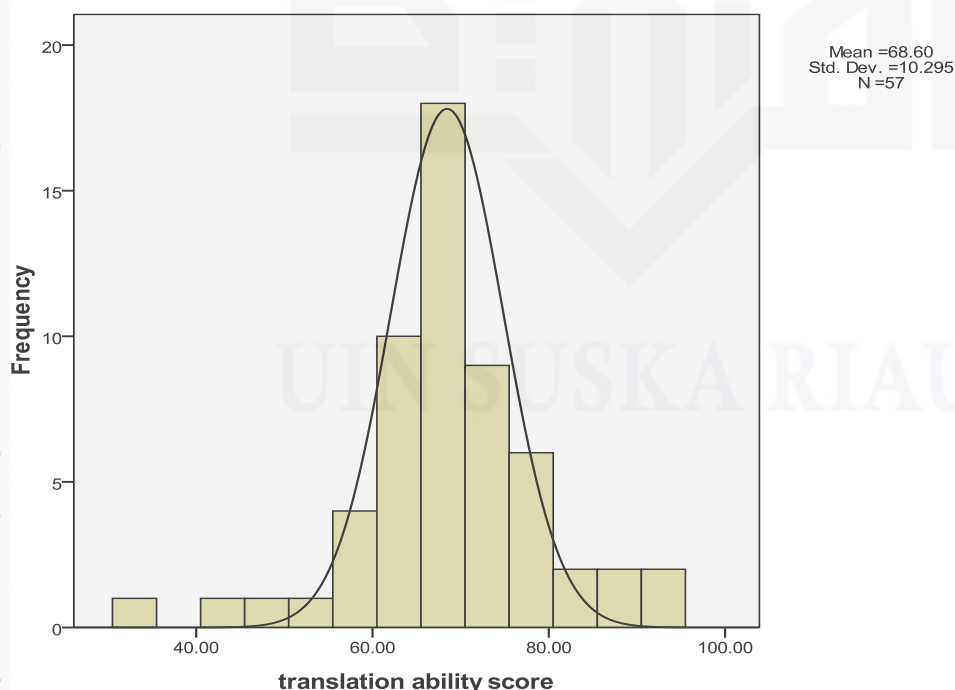
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students (7.0%) the frequency of interval 72.00 was 5 students (8.8%) the frequency of interval 76.00 was 2 students (3.5%) the frequency of interval 77.00 was 1 student (1.8%) the frequency of interval 78.00 was 1 student (1.8%) the frequency of interval 79.00 was 2 students (3.5%) the frequency of interval 81.00 was 1 student (1.8%) the frequency of interval 82.00 was 1 student (1.8%) the frequency of interval 88.00 was 1 student (1.8%) the frequency of interval 90.00 was 1 student (1.8%) and the frequency of interval 91.00 was 2 students (3.5%).

To determine more about students' translation ability test score consisting of 57 respondents at eighth grade of MTs Ummatan Wasathan Islamic Boarding School of Technology Riau, the researcher described in the following histogram which was obtained from the output of SPSS 17:

Table IV.3
The Histogram of Translation Ability Frequency Distribution



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Table IV.4
The Scale Students' Translation Ability

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Table IV.5
The Frequency of the Students' Score Category of Students' Translation Ability

Categories	Frequency	Percentage (%)
Very good	6	11
Good	33	57
Enough	14	25
Less	3	5
Fail	1	2
Total	57	100

From the table IV.5 above, we can see the students's frequency of score category. It was found that 6 students were at very good category, 33 students were at good category, 14 students were at enough category, 3 students were at less category, and 1 student was at fail category.

The table explains that from the five categories, they were fail, less, enough, good, and very good. It can be concluded that the biggest frequency and the biggest percentage were at good category with 33 students (57%). Thus, the majority of the students' translation ability was classified into Good category.

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2.The Students' reading Comprehension at the Eighth Grade of MTs Ummatan Wasathan Islamic Boarding School of Technology Riau

To get description of students' reading comprehension, the researcher took from the result of students' test. After getting the score, the researcher categorized the score into the scale of students' reading comprehension. It can be seen in the following table:

Table IV.6
Students' Category of Reading Comprehension

No	Respondents	Score	Category
1	Student 1	68	Good
2	Student 2	72	Good
3	Student 3	72	Good
4	Student 4	76	Good
5	Student 5	88	Very Good
6	Student 6	72	Good
7	Student 7	80	Very Good
8	Student 8	68	Good
9	Student 9	78	Good
10	Student 10	76	Good
11	Student 11	68	Good
12	Student 12	76	Good
13	Student 13	56	Enough
14	Student 14	76	Good
15	Student 15	68	Enough
16	Student 16	72	Good
17	Student 17	72	Good
18	Student 18	84	Very Good
19	Student 19	60	Enough
20	Student 20	60	Enough
21	Student 21	64	Enough
22	Student 22	80	Very Good
23	Student 23	72	Good
24	Student 24	56	Enough
25	Student 25	44	Less
26	Student 26	52	Less
27	Student 27	48	Enough

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28	Student 28	80	Very Good
29	Student 29	64	Enough
30	Student 30	72	Good
31	Student 31	78	Good
32	Student 32	74	Good
33	Student 33	78	Good
34	Student 34	68	Good
35	Student 35	72	Good
36	Student 36	68	Good
37	Student 37	80	Very Good
38	Student 38	64	Enough
39	Student 39	78	Good
40	Student 40	65	Enough
41	Student 41	52	Less
42	Student 42	76	Good
43	Student 43	72	Good
44	Student 44	64	Enough
45	Student 45	72	Good
46	Student 46	84	Very Good
47	Student 47	56	Enough
48	Student 48	72	good
49	Student 49	56	Enough
50	Student 50	72	Good
51	Student 51	76	Good
52	Student 52	76	Good
53	Student 53	72	Good
54	Student 54	68	Good
55	Student 55	80	Very Good
56	Student 56	92	Very Good
57	Student 57	64	Enough
Total		4003	
Mean		70.22807	

From the table IV.1 above, there were 57 respondents. The calculation of total students score was 4003. The mean score of students' reading comprehension test was 70.22 . The frequency distribution of

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students' reading comprehension score was obtained by using SPSS 17.00 as follows:

Table IV.7
The Frequency Distribution of Students' Translation Test Score

reading comprehension's score					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44.00	1	1.8	1.8	1.8
	48.00	1	1.8	1.8	3.5
	52.00	2	3.5	3.5	7.0
	56.00	4	7.0	7.0	14.0
	60.00	2	3.5	3.5	17.5
	64.00	5	8.8	8.8	26.3
	65.00	1	1.8	1.8	28.1
	68.00	7	12.3	12.3	40.4
	72.00	13	22.8	22.8	63.2
	74.00	1	1.8	1.8	64.9
	76.00	7	12.3	12.3	77.2
	78.00	4	7.0	7.0	84.2
	80.00	5	8.8	8.8	93.0
	84.00	2	3.5	3.5	96.5
	88.00	1	1.8	1.8	98.2
	92.00	1	1.8	1.8	100.0
	Total	57	100.0	100.0	

Based on the table IV.7, it was found that the frequency of interval 44.00 was 1 student (1.8%) the frequency of interval 48.00 was 1 student (1.8%) the frequency of interval 52.00 was 2 students (3.5%) the frequency of interval 56.00 was 4 students (7.0%) the frequency of interval 60.00 was 2 students (3.5%) the frequency of interval 64.00 was 5 students (8.8%) the frequency of interval 65.00 was 1 student (1.8%) the

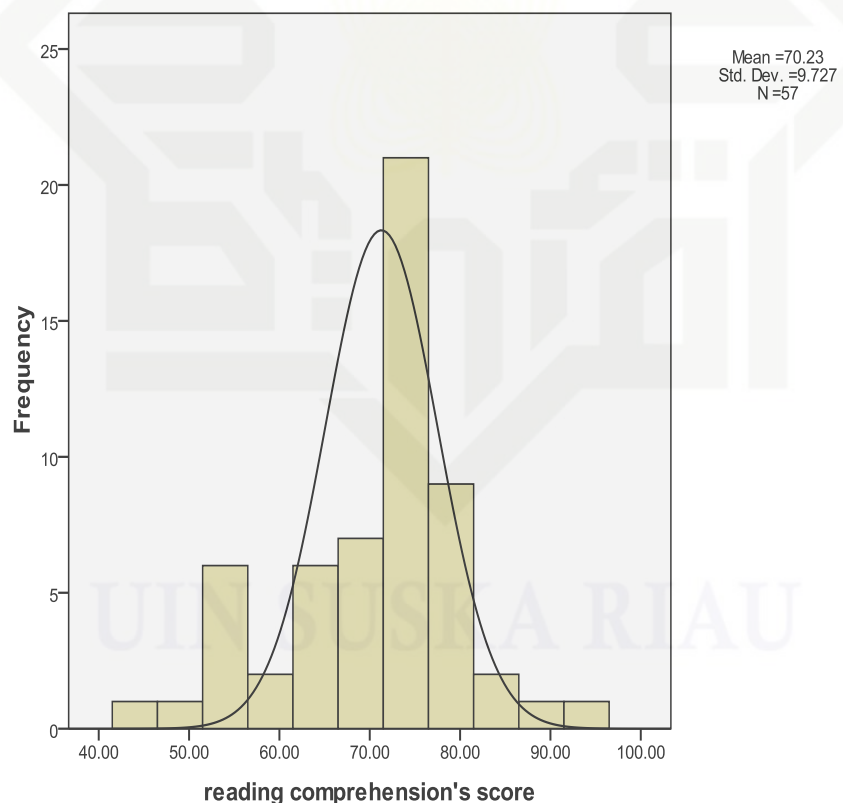
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frequency of interval 68.00 was 7 students (12.5%) the frequency of interval 72.00 was 13 students (22.8%) the frequency of interval 74.00 was 1 student (1.8%), the frequency of interval 76.00 was 7 students (12.3%) the frequency of interval 78.00 was 4 students (7.0%) the frequency of interval 80.00 was 5 students (8.8%) the frequency of interval 84.00 was 2 students (3.5%) the frequency of interval 88.00 was 1 student (1.8%) and the frequency of interval 92.00 was 1 student (1.8%).

To explain more about students' reading comprehension test score consisting of 57 respondents at eighth grade of MTs Ummatan Wasathan Islamic Boarding School of Technology Riau, the researcher shows it in the following histogram which was obtained from the output of SPSS 17:

Table IV.8
The Histogram of Reading Comprehension Frequency Distribution



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Table IV.9
The Scale of the Students' Reading Comprehension

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Table IV.10
The Frequency of the Students' Score
Category of Students' Reading Comprehension

Categories	Frequency	Percentage (%)
Very good	9	16
Good	32	56
Enough	12	21
Less	4	7
Total	57	100

From the table above, it indicated the students's frequency of score category. It was obtained that there was no student at fail category, 9 students were at very good category, 32 students were at good category, 12 students were at enough category, and 4 students were at less category.

The table explains that from the four categories, they were less, enough, good, and very good. It can be concluded that the biggest frequency and the biggest percentage were at good category with 32 students (56%). Thus, the majority of the students' translation ability was classified into Good category.

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3.The Correlation between Students' Translation Ability and Their Reading Comprehension at the Eighth Grade of MTs Ummatan Wasathan Islamic Boarding School of Technology Riau

The data of students' translation ability and their reading comprehension, it can be seen in the following table :

Table IV.11
Score of students' translation ability
and their reading comprehension

No	Respondents	Score	
		Translation ability	Reading Comprehension
1	Student 1	69	68
2	Student 2	67	72
3	Student 3	69	72
4	Student 4	82	76
5	Student 5	91	88
6	Student 6	71	72
7	Student 7	66	80
8	Student 8	77	68
9	Student 9	76	78
10	Student 10	68	76
11	Student 11	65	68
12	Student 12	71	76
13	Student 13	65	56
14	Student 14	65	76
15	Student 15	65	68
16	Student 16	69	72
17	Student 17	57	72
18	Student 18	90	84
19	Student 19	63	60
20	Student 20	62	60
21	Student 21	69	64
22	Student 22	70	80
23	Student 23	69	72
24	Student 24	67	56
25	Student 25	33	44
26	Student 26	54	52
27	Student 27	57	48
28	Student 28	72	80
29	Student 29	71	64
30	Student 30	71	72

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31	Student 31	72	78
32	Student 32	68	74
33	Student 33	81	78
34	Student 34	58	68
35	Student 35	69	72
36	Student 36	65	68
37	Student 37	91	80
38	Student 38	78	64
39	Student 39	66	78
40	Student 40	72	65
41	Student 41	45	52
42	Student 42	72	76
43	Student 43	72	72
44	Student 44	66	64
45	Student 45	65	72
46	Student 46	79	84
47	Student 47	48	56
48	Student 48	64	72
49	Student 49	67	56
50	Student 50	67	72
51	Student 51	67	76
52	Student 52	89	76
53	Student 53	59	72
54	Student 54	69	68
55	Student 55	79	80
56	Student 56	76	92
57	Student 57	65	64
Total		3910	4003
Mean		68.59649123	70.22807018

From the table above, It was obtained that the total score of students' translation ability was 3910 the mean of the data was 68.59, while the total score of students' reading comprehension was 4003, the mean of the data was 70.22.

D.Data Analysis

1. Students' Translation Ability at Eighth Grade Students of MTs Ummatan Wasathan Islamic Boarding School of Technology Riau

Based on the data presentation above, the researcher obtained the data analysis of description about students' translation ability as follows:

Table IV.12
The Descriptive Statistic of Students' Translation Ability

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
translation ability score	57	58.00	33.00	91.00	3910.00	68.5965	10.29539	105.995
Valid N (listwise)	57							

The table explains that the mean of the translation ability score is 68.59. based on the category of students's ability score, the translation ability of the eighth grade students at MTs ummatan wasathan Islamic Boarding School of Technology Riau was categorized into good level. The minimum score was 33.00, the maximum score was 91.00, the standard deviation was 10.295, and the variance was 105.995.

2. Students' Reading Comprehension at Eighth Grade of MTs Ummatan Wasathan Islamic Boarding School of Technology Riau

Based on the data presentation above, the researcher obtained the data analysis of description about students' Reading Comprehension as follows:

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Table IV.13
The Descriptive Statistic of Students' Reading Comprehension

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
reading comprehension's score	57	44.00	92.00	70.2281	9.72665	94.608
Valid N (listwise)	57					

The table explains that the mean of the reading comprehension score was 70.22. Based on the category of students's reading score, the reading comprehension of the eighth grade students at MTs ummatan wasathan Islamic Boarding School of Technology Riau was categorized into good level. The minimum score was 44.00, the maximum score was 92.00, the standard deviation was 9.726, and the variance was 94.608.

3.Data Analysis of Correlation between Students' Translation Ability And Their Reading Comprehension at the Eighth Grade Student of Mts Ummatan Wasathan Islamic Boarding School of Technology Riau

The procedures of inferential statistics began with the statistical test in the following null hypothesis:

H_a : There is a significant correlation between students' translation ability and their reading comprehension at the eighth grade of MTs Ummatan Wasathan Islamic Boarding School of Technology Riau.

H_o : There is no significant correlation between students' translation ability and their reading comprehension at the eighth grade of MTs Ummatan Wasathan Islamic Boarding School of Technology Riau.

Pallant states that if the significance 2-tailed value is bigger than 0.05 ($p > 0.05$) This indicates that there is no violation of the assumption

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of equality of the variance and that equal variances are assumed for the variable concerned. Then, if the significance 2-tailed value is smaller than 0.05 ($p < 0.05$). This indicates that there is violation of the assumption of equality of variance and those equal variances are assumed for the variable concerned. Pearson correlation was conducted to determine any significant correlation between students' translation ability and their reading comprehension at the eighth grade of MTs Ummatan Wasathan Islamic Boarding School of Technology Riau.

The result of the correlation between students' translation ability and their reading comprehension without considering students group was analyzed by using pearson correlation in SPSS 17, and the data were peresented as follows:

Table IV.13
The Correlation Between
Students' Translation Ability and Their Reading Comprehension
(Obtained by SPSS 17)

Correlations		students'	students' reading
		translation ability	comprehension
students' translation ability	Pearson Correlation	1	.718**
	Sig. (2-tailed)		.000
	N	57	57
students' reading comprehension	Pearson Correlation	.718**	1
	Sig. (2-tailed)	.000	
	N	57	57

** Correlation is significant at the 0.01 level (2-tailed).

Based on pearson analysis for students' translation ability and their reading comprehension on table IV.13 above, it was found in students'

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translation ability and their reading comprehension. It can be read that p is 0.718 in propotion 2 tailed, it means that 2-tailed value was smaller tahn 0.05 ($p < 0.05$). the result showed that the score did correlate between students' translation ability and their reading comprehension at the eighth grade students of MTs Ummatan Wasathan Islamic Boarding School of Technology Riau.

The researcher found that there was a significant correlation between students' translation ability and students' reading comprehension. The coefficient correlation was 0.718. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that the high scores of students' translation was followed by the high scores of reading.